REARDAN

Where our students are Known, Loved, and Learning

2026-27 Middle & High School Student Handbook

P.O. Box 225
E 215 Spokane Ave.
Reardan, WA 99029-0225

Phone: (509) 796-2701
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Student Name: _____

Reardan-Edwall School District
26-27 School Year Calendar

August

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	(26)	27	28
31				(4)

September

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
				(21)

October

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
				(22)

November

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
				(17)

December

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
				(14)

January

Mon	Tue	Wed	Thu	Fri
(18)				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
26	26	27	28	29

August
- 24 Staff PD/Open House
- 25 1/2 day Staff PD
- 26 1st day of School
- 26,27 WA Kids for TK & K
- 31 1st day of School TK & K

September
- 7 No School-Labor Day
- 25 Mid-Term 1

October
- 9 No School/Staff PD Day
- 28 End of Term 1

November
- 11 No School-Veterans Day
- 23,24 Fall Conferences-No School
- 25-27 No-School-Thanksgiving

December
- 4 Mid-Term 2
- 18 Early Release
- 21-31 No School Christmas Break

January
- 1 No School-New Years Day
- 4 No School-Staff PD Day
- 18 No School-MLK Day
- 21 End of Sem. 1/Term 2

February
- 15 No School-President's Day
- 16-19 Mid Winter Break

March
- 1 Mid-Term 3
- 4, 5 Snow Make Up Days

April
- 1,2 Spring Conferences-No School
- 2 End of Term 3
- 5-9 Spring Break

May
- 12 Mid-Term 4
- 31 No School-Memorial Day

June
- 12 Graduation
- 14,15 Early Release
- 15 Last Day of School

LEGEND
- No School
- 1 Hour Late Start
- No School/Staff PD
- Snow Make Up Days
- Early Release 11:30 am
- School Begin/end dates

February

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
				(15)

March

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
				(21)

April

Mon	Tue	Wed	Thu	Fri
(17)			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
				(20)

June

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
				(11)

CALENDAR MAY BE SUBJECT TO CHANGE

Final 6/26

We are so excited to have your student at Reardan Middle & High School.

At Reardan, our goals are simple: we want 100% of students to grow academically each school year, become passionate about learning and extracurricular activities that fit their individual needs, and contribute to a positive school culture.

We are committed to maintaining a positive learning environment that is fostered by hard work and respect. As a leader, I know that we will not always agree, and concerns may arise, but through thoughtful and proactive communication, we can work together to provide the best learning environment for students and a working environment for staff.

Thank you for being a valued member of our school community. We are so excited to have your student at Reardan Middle & High School.

Sincerely,

JoLynn Ray, Principal

Middle & High School Fees

Description	Amount
MS/HS Breakfast	$2.50
MS/HS Breakfast Reduced	$1.50
MS/HS Lunch	$4.00
MS/HS Lunch Reduced	$2.50
Meals Seconds	$2.00
Milk	$.50
MS/HS Chromebook Fee	$30.00
MS/HS Chromebook Fee Reduced	$20.00
Drivers Ed Semester	$400.00
High School Yearbook	$50.00
High School ASB Card	$40.00
High School Cheerleading	$50.00
High School Football	$100.00
High School Volleyball	$50.00
High School Cross Country	$50.00
High School Girls Soccer	$50.00
HS Boys & Girls Basketball	$50.00
High School Wrestling	$50.00
High School Boys Baseball & Girls Softball	$50.00
High School Tennis & Track	$50.00
High School Multi- Sport Fee	$175.00
Middle School Yearbook	$20.00
Middle School ASB Card	$25.00
Middle School Multi-Sport Fee	$125.00
MS Football	$75.00
MS Cross Country	$35.00

MS Volleyball	$35.00
MS Boys & Girls Basketball	$35.00
MS Wrestling	$35.00
MS Baseball & Softball	$35.00
MS Track	$35.00
Lock Fee/Rental	$6.00
Access Card Replacement Fee	$5.00

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ACADEMIC LEARNING REQUIREMENTS

The Washington State Learning Goals

Four learning goals provide the foundation for the development of all academic learning standards in Washington state:

- **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
- **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- **Think** analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- **Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities**.

Please see our district website: http://www.reardan.net under "Departments" and then "Curriculum" for links to the Washington State K-12 Learning Standards.

Rights, Responsibilities, and Expectations

PHILOSOPHY

One of the major goals of the Reardan-Edwall School District is to promote in each student a sense of their civic rights and responsibilities. As a result of the process of education, each student should clarify their basic values and develop a commitment to act upon these values within the framework of the democratic process.

STUDENT RIGHTS

- All students have the right to equal educational opportunity regardless of national origin, race, religion, gender, gender identity, disability, or economic status.
- Students have the rights of freedom of speech and of the press and the right to peaceably assemble, as long as it does not infringe upon the rights of others. Students have the right to be secure against unreasonable searches and seizures. All students have the right to due process of law.
- Any pupil who is aggrieved for any cause has the right to request an informal conference with the appropriate administrator for the purpose of resolving the matter.

STUDENT RESPONSIBILITIES

- It is the responsibility and duty of each student to pursue his or her course of study, comply with written rules of the District and the State, respect the authority of the school staff members, and submit to reasonable corrective action or consequences imposed by the school district.
- Each student has the responsibility to come to class prepared to learn with appropriate materials (Chromebook, paper, pencil or pen, books, band instrument, etc.); to be attentive in class; and to submit all assignments in a neat, accurate, and timely fashion.

STAFF RIGHTS AND RESPONSIBILITIES

- **The staff of Reardan-Edwall School District will never give up on a student.**
- Teachers are required to maintain a positive environment for learning and, through due process, may exclude a student from class under certain circumstances.
- Teachers will teach, model, review, post, and enforce the expectations of the school and their individual goals.
- Every teacher shall have the authority to discipline any student for any disruptive or disorderly conduct while that student is under his or her supervision.
- Teachers, administrators, and other district employees charged with the custody of students have full authority to use reasonable and legal disciplinary measures with students.

EXPECTATIONS OF PARENTS

Parents are encouraged to provide support for their student's efforts. Parents are required by state statute to insist on their child(ren)'s regular and punctual attendance. Please stand behind our staff in promoting the school's programs, curriculum and our desire to serve each student instructionally. Please feel free to contact the school to confer with the staff concerning any problems that may affect student progress. If an issue arises, please call or email the teacher first, as he/she will be able to speak to the situation and move it toward resolution. Staff will return a call or an email within 24 hours of receipt. This may be interrupted by employee absences, illnesses, vacations or holidays. If you are not receiving a return message in a reasonable time, please contact the school office for follow up from a principal or other supervisor.

Parental Rights in Education (Initiative 2081 & RCW 28A.605.005)

As a parent or guardian, you have important rights when it comes to your child's education. Under Initiative 2081 and state laws like RCW 28A.605.005, schools are required to partner with families and be transparent about student learning and well-being.

Summary of key rights you have as a parent:

- **Access to Information:** You have the right to access your child's educational records, including classroom materials, curriculum, and assessments.
- **Notice of Changes:** You will be informed if there is a change in your child's health or well-being, or if there are any significant issues related to safety or behavior.
- **Participation:** You have the right to participate in school decisions affecting your child and to attend meetings and school events.
- **Transparency:** You can ask for information about school policies, disciplinary procedures, and any materials used in classrooms.

Our school is committed to working closely with parents and guardians to support students in a safe, respectful, and inclusive learning environment. If you have questions about your rights or need help accessing information, please contact the school office.

EXPECTATIONS OF ALL

All are expected to accept the responsibility to keep the school environment free from disrespect, distraction, fear, and prejudice. Expressions of racial, ethnic or religious bias or discrimination in any form will not be condoned or tolerated. We expect all staff and students to respect the rights, beliefs and feelings of others. We want to promote a positive school environment and create an effective learning atmosphere.

DISTRICT NUTRITION, HEALTH, AND PHYSICAL FITNESS POLICY

Our district has comprehensive Nutrition, Health, and Physical Fitness policies and procedures that can be found on our District Website under "Our District" and "Board of Directors" Please refer to Policy #6700 and #6700P for more information.

Attendance

Regular and punctual attendance plays a vital role in student success at Reardan, as well as in the world of work. Our attendance policy revolves around the concept that a student's presence in school is essential for maximizing his/her success in each subject area. We encourage the scheduling of haircuts, routine doctor and dentist appointments, and other such activities to be done outside of school hours. Students returning to school following an absence (except school related) must present a written excuse to the office. An admit slip will be issued with either "excused", "notified/unexcused" or "unexcused" marked. **Additionally, students absent 10% or more of the school year (18 days) without medical documentation can be characterized as chronically absent. Chronically absent students will be referred to the Community Attendance Review Board after a mitigating conference with the counselor and principal.**

Importance of Regular School Attendance

"Nationally, an estimated 5 million to 7.5 million students are at risk academically each year because they are chronically absent—missing 10 percent or more of school days due to absence for any reason—excused and unexcused absences as well as suspensions. Starting as early as kindergarten and prekindergarten, chronic absence can have adverse consequences for academic achievement, research shows. By third grade, chronically absent students, especially those who have experienced multiple years of poor attendance are less likely to read on grade level. By sixth grade, chronic absence becomes a warning sign that a student will drop out of high school. By ninth grade, it's a better indicator than eighth-grade test scores. Children with certain risk factors—including poverty, chronic health conditions, homelessness, frequent moves and disabilities—are especially hard hit since they can least afford to miss school: https://www.attendanceworks.org/chronic-absence/the-problem/

It is the student's responsibility to contact their individual teachers about make-up work and complete all work within a reasonable length of time (one day for every day missed). In participation-type classes, students will be afforded opportunities to earn equivalent class credit in the event of an excused absence, and it may include requiring student time to be made up before, after or during parts of the school day. Students are to request assignments in advance, be prepared for tests they may have missed, and turn in missed assignments/homework within the one school day per school day missed time frame (SB Policies 3121 & 3122).

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of absence statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;
2. Illness, health condition, or medical appointment: Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health). https://app.leg.wa.gov/billsummary?BillNumber=1834&Year=2021&Initiative=false
3. Family emergency, including, but not limited to, a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding, or serving on a jury;
6. Post-secondary, technical school, or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status;
9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

A. If an absence is **excused**, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established (one school day of makeup for each day missed). In

participation-type classes, students will be afforded opportunities to earn equivalent class credit in the event of an excused absence which may include requiring student time to be made up before, after or during parts of the school day.

B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Unexcused Absences

A. Any absence from school for more than half the hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.

B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of their absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.

C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.

D. In the case of excessive Notified/Unexcused absences (10% absence rate is considered chronic or excessive) the school may require a note from a medical facility to accompany each parental note. This situation could also lead to a referral to the community truancy board.

E. A conference with the parent or guardian will be held after three unexcused absences within any month during the current school year. A student may be referred to the Community Attendance Review Board for habitual truancy. Prior to this referral, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to improve student attendance. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.

F. Not later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

G. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the fifteenth unexcused absence during the current school year.

H. All referrals to the Community Attendance Review Board and the Lincoln County Juvenile Court will be reported to the Superintendent within 24 hours.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults include the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Legal References:	Chapter 28A.225	Compulsory school attendance and admission
	RCW 13.34.300	Relevance of failure to cause juvenile to attend school to neglect petition
	WAC 392-400-325	Statewide definition of excused and unexcused daily absences

https://www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy

PRE-PLANNED ABSENCES

Students and parents should pre-arrange absences whenever possible Pre-planned absences from school are for family need or clear educational benefit, which is aligned with the appropriate school curriculum. Not all pre-planned absences are considered excused. Those that are unexcused will result in no make-up work being given.

Before clearing a pre-planned absence, a student must present a written note signed by the parent or guardian stating the time and reason for the absence, or the parent should conference with the principal. It is the student's responsibility to complete all work assigned. Teachers may request make-up work to be completed prior to leaving for an absence. All work assigned is due the first day back in class. Failure to meet this time frame will result in no credit being given for the work.

SCHOOL SPONSORED ABSENCE

Students absent from class for the purpose of participating in a recognized school activity, such as a classroom trip, an athletic event, a music program, or student government, will not be penalized provided the student turns in the work in the agreed upon time frame. In anticipation of missing school for these activities. **If a student has a current grade of F, the student will not be permitted to participate.**

TARDINESS

Students who are tardy will receive a lunch detention slip to be served the following day. It is the student's responsibility to speak with the teacher who issued the tardy if there was a misunderstanding or an extenuating circumstance. If the teacher does not sign off on the slip to excuse the tardy, the student will be required to serve the detention as scheduled. Additionally, after accumulating three tardies within a single month, the student will be required to call home in the presence of the principal to discuss strategies for improving their punctuality and overall attendance.

TRUANCY

Truancy is an absence from a part of any class or school day without the knowledge or permission of parent/guardian or the approval of the school. Teachers will not be expected to provide make-up work for students on the days they were truant. School discipline will apply.

CHECK-OUT PROCEDURE

All students, including those 18 and older, who live at home, must have written permission from a parent/guardian to check themselves out of school during the school day. **Students who leave any time during the school day must report to the office prior to leaving the premises.** Students who sign out must leave the campus immediately.

ILLNESS DURING SCHOOL DAY

If a student becomes ill while at school and wishes to go home, the student must first report to the office or the nurse. If a student is determined to be ill, the school will contact a parent to pick the student up. If the parent is unable, the student must stay in school. Parents or Guardians must check students out through the office. If a student drives and is able to drive with parent permission will be able to do so.

VISITORS

No student visitors will be allowed during the school day unless **pre-approved** by the Principal **prior** to the visit. In most cases, visitors will only be permitted to visit during lunch time. Any visitor to school must be signed in at the office and wear a visitor sticker indicating the office has record and approval of the visitor. Staff are asked to send anyone visiting campus to the office to sign in and obtain a visitor sticker.

WITHDRAWALS

If a student finds it necessary to withdraw from school at any time during the year, the following procedure should be observed:

1. The parent or guardian must give authorization for withdrawal.
2. Appropriate forms may be obtained from the office.
3. Forms must be filled out by teachers to show that all obligations on books and equipment have been met.
4. Return the completed form to the high school office for final clearance.

Chromebook guidelines and fees

Chromebooks in grades 7–12 are provided for educational use only and are expected to be used to support learning during the school day and at home. Each student is responsible for the care of their assigned Chromebook and charger. A yearly technology fee of **$30.00** will be charged to cover one instance of accidental breakage per school year. Any additional damage beyond the first repair will result in extra charges to the student. Students with a valid and approved free and reduced-price lunch application or certification on file will not be required to pay the annual fee.

Clubs and Athletics

The Reardan High School staff encourages all of our students to get involved in the school program and contribute in some way to making Reardan High School a better school - one that the students and the community can show with pride and honor. A student's success, happiness, and memories at Reardan will be directly proportional to their efforts. Reardan High School has the following clubs: FBLA, FCCLA, FFA, Honor Society, Knowledge Bowl, and Writing club.

RHS ATHLETIC TEAMS AND SEASONS

Fall	Winter	Spring
Football	Basketball	Track
Volleyball	Wrestling	Softball
Soccer		Golf
Cross-country	Cheerleading	Baseball
Cheerleading		Tennis

Reardan High School 2026-27 ASB Officers	High School Advisors
President - John Schulz Vice President- Paige Cushman Secretary- Emerson Sprecher Treasurer- Ty Lyle Asst. Treasurer - Connor Clouse Activities Coordinator - Marrin Landreth Parliamentarian - Treyson Singleton Senior Representative - Oliva Wicks School Board Representative- Lexi Cox & Lacey Collier	ASB Advisor - Mr. Kellan Morgan ASB Secretary- Ms. Andrea McLaughlin FCCLA - Mrs. Hamilton FFA - Mr. Perleberg and Ms. Borland Knowledge Bowl - Mr. Smedley Honor Society - Yearbook - Mrs. Drew Gannon

Reardan Middle School 2026-27 ASB Officers	Middle School Advisors
President - Everett Addington Vice President- Secretary- Eleanor Robson Reporter - Nathan Flaa Treasurer- All other positions will be filled in September of 2026	MS ASB - Ms. Kristy Koch MS Yearbook - Ms. Kristy Koch Chess Club - FFA - Mr. Perleberg & Ms. Borland Adventure Club - Mr. Sobotta

ACTIVITY CARD

Associated Student Body (ASB) cards are available to students at Reardan High School. Money from this source is used to subsidize all student body activities. An ASB card entitles the student to participate in student body activities including free admission to all regular season home athletic contests and reduced prices at scheduled games away from home. The cost of a HIGH SCHOOL ASB card is **$40**. Students who qualify for free or reduced lunch will have an automatic reduction in this fee.

ACTIVITY CODE

Students participating in clubs and sports will be required to sign and adhere to the **Year Round Activity Code** found in the Activity Packet. **Parents/Guardians are required to sign the document on-line.** As it is a privilege to be involved with extracurricular activities, student club members and athletes are held to an even higher standard as they are representatives of the school. For these students, misconduct is subject to disciplinary action with school disciplinary measures as well as consequences specified in the Reardan High School Activity Code. Activity Code 2025-2026

FINANCIAL ASSISTANCE

For students who find extra-curricular participation too expensive to participate in, we have financial assistance available. Many people in our community and district have offered to help with fees, shoes, equipment and other resources for students so they are able to participate. Completing the District Free and Reduced Lunch form is the first step in reducing all fees for school.

Homeless - if you are designated without a fixed, permanent place to sleep every night because you are living with another family or relatives or you have found yourself "couch surfing" with friends, you are probably eligible for *M*cKinney-Vento programs which not only assist you with paying for breakfast and lunch, but will also assist you with registration fees, ASB dues, and clothing and equipment to allow you to participate in school and extracurricular activities. Please speak to a counselor, your principal, or a teacher to help you get the process started.

TRANSPORTATION TO AND FROM SCHOOL ACTIVITIES

Students attending school-sponsored activities during the school day MUST use district transportation unless special arrangements with administration have been made in advance.

Code of Conduct and General Information

Below is a list of frequently referenced school board policies. A full list is available on our district website: https://www.reardan.net

Policies below are linked if you are viewing this document on-line.

Please see Board Policy Series 3000 for more details

- Rights and Responsibilities of Students 3200
- Sexual Harassment of Students Prohibited 3205
- Prohibition of Harassment, Intimidation, and Bullying 3207
- Gender Inclusive Schools 3211
- Interviews and Interrogations of Students on School Premises 3226
- Student Privacy and Searches 3230
- Student Discipline 3241

ACCIDENTS

School accidents should be reported immediately to the nearest adult in charge. If additional help is needed, students should contact the office. Accident report forms are in the office and must be completed by a staff member as soon as possible.

APPEALS PROCESS

Any parent or student who has a grievance with a school disciplinary action has the right to an informal conference with the principal as the first step in the process. If unsatisfied with the outcome of the principal's decision, the parent or student may then request to appeal the decision to the Superintendent. The office should be notified as soon as possible to check the availability of the Superintendent and schedule the hearing. If the parent continues to disagree with the outcome of the decision after the conference with the Superintendent, procedures will be given by the Superintendent on how to appeal the grievance to the school board.

STUDENTS AND TELECOMMUNICATION DEVICES (see policy 3245)

Students in possession of telecommunications devices, including, but not limited to, smart watches, earbuds, i pads, tablets, and cellular phones, while on school property during regular school hours:

1. For students in grades 7th & 8th devices may be used before and after school.For students in grades 9-12 devices may be used before school, morning break, lunch and after school. All devices must be stored in the students' school locker.

2. Students will not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district;

3. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student's parent or legal guardian;

4. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;

5. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events;

6. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and can be used at the Principal's discretion.

7. Students who violate this policy will be subject to disciplinary action.

8. Exceptions include those students who have medical conditions documented through a medical 504 plan.

Consequences

- 1st Violation: Written (Document) Warning + Parent Communication + Loss of phone for remainder of school day + must sit out practice/game (if applicable).
- 2nd Violation: Loss of phone for remainder of school day + parent must pick up phone + must sit out practice/game (if applicable).
- 3rd Violation: Mandatory Parent Meeting + loss of school activity privileges (dances, field trips, etc.) + must sit out practice/game (if applicable).
- 4th Violation: In school suspension + mandatory intervention/education with a staff member around cell phone dependency + parent/student meeting with school staff to draft individualized intervention/support plan.
- 5th Violation: Conversation and decision around remote learning potentially being the best option for the student due to the level of cell phone dependency.

PLAGIARISM/CHEATING POLICY

Student cheating is defined as the copying of someone's paper, giving answers to another student(s), writing another student's paper, falsifying a score or answers on another student's paper, or any act deemed of a cheating nature by the teacher. This policy will also apply to plagiarism (using another's information and claiming that as your own).

FIRST OFFENSE—"0" grade on the assignment of one or both students or all in a group. The teacher will notify the principal and conference with the student and parent to review the policy. The teacher will submit an office referral for documentation

SECOND OFFENSE—"0" grade on the assignment in the class where the offense took place. At the end of the quarter, the grade point will be averaged with the "0" and the grade dropped 10% for the quarter. A parent/student/teacher conference will be held. The teacher will submit an office referral for documentation

THIRD OFFENSE—"F" grade for the quarter in the class where the offense took place. Cheating will result in a direct referral and disciplinary consequences will be decided.

NOTE: The intent of an "F" grade for the quarter is to average the two quarter grades for a semester grade. For example, if a student earned an "A" for one quarter and an "F" for cheating the other quarter, the semester average would be a 2.0 or "C".

Reardan High School AI Guidelines on Academic Integrity:

Students shall not engage in AI plagiarism. To maintain academic integrity, while leveraging AI-generated content, we will adhere to the following guidelines:

1. AI-generated content will not be viewed as a student's own work. Such content may, however, be incorporated into student products with the expressed consent of the assigning teacher. Instances of AI-generated content must be credited, referenced, and otherwise cited in a recommended manner.

2. Work that has been plagiarized from a generative AI program will result in academic consequences that align with school grading policies, and academic dishonesty procedures.

3. Depending on specific learning objectives, teachers may authorize the use of generative AI in some cases while prohibiting its use in others.

****** ALL AI OFFENSES WILL ADHERE TO THE CHEATING/PLAGIARISM POLICY STATED ABOVE**

CLASSROOM RULES/SCHOOL EXPECTATIONS

REARDAN
Screaming Eagle Expectations

	Respect	Responsible	Ready to Learn
Hallway	• Keep hands and feet to self • PDA is not permitted • Use appropriate language	• Follow directions • Keep voices low - classes may be in progress • Use only what belongs to you	• Set a good example • Keep hallways clean and clear
Bathroom	• Respect privacy (no videos) • Use kind words and actions • Throw trash in the garbage	• Report problems • One person in the stall at a time • Wash hands	• Take care of business and then get to class
Classroom	• Use appropriate language • Keep personal/political beliefs to self unless part of class discussion	• Phone kept away in locker • Do your own work	• Give your best effort • Ask for help • Bring Chromebooks charged
Library	• Use appropriate language • Follow directions from adults • Put things away in their proper space	• Take care of equipment • Clean up after yourself	• Return materials on time
Gym	• Use the rugs as a walk-way • Socks or gym shoes on floor only	• All equipment needs to be put away properly • Use equipment appropriately	• Try your best • Use appropriate language • Play by the rules
Locker Room	• Respect Privacy (no videos/photos) • Use assigned	• Keep illegal devices or substances out of the school • Clean up your own area	• Place to change and use restroom • Use appropriate

	locker ● Use lock for assigned locker		language
Open Campus	● Clean up after yourself ● Stay on city property ● Be on time back to class	● Walking only ● Cars are not for sitting in	● PDA not permitted ● Report issues to adults ● Consume only legal substances
Bus	● Be on time ● Keep aisle clear ● Use appropriate language	● Follow Directions ● Sit face forward and keep all body parts inside the bus	● Obtain a pass when changing stops ● Sit in assigned seat

CONDUCT OF STUDENTS

Good manners, courtesy, and respect for one another are expected at Reardan High School. The general tone of a school is seen in the conduct of its students in the classroom, in the halls, and at school functions. The school is legally responsible for students while in school, in transit to or from school, or to and from a school sponsored activity or event, and while attending an activity or event regardless of location. All students shall comply with school rules and regulations and submit to reasonable directions of school authorities while in school, in transit, and while attending the activity, regardless of the time or day of the event. Any violation of the school rules or inappropriate behavior may constitute cause for discipline, suspension, expulsion, and possible involvement of the authorities.

DANCES

1. High School dances are held for 9th, 10th, 11th, and 12th grades at Reardan High School.
2. Students should bring school ASB and/or I.D.s to dances.
3. Students must be in 9th grade or older to attend high school dances.
4. Most dances are closed to guests with the exception of the homecoming dance or prom and or a signed guest pass
5. If a high school student wishes to bring a guest to the homecoming dance or prom, only one guest per student may be signed in. Guests must be registered in the office one week prior to the dance. The principal must approve all guests; obtain paperwork in the office.
6. No person over 20 years of age may attend our dances as a guest.
7. The guest must accompany the student when entering the dance.
8. Students in a disciplinary action at our school or another school will not be allowed to attend any dance.
9. No students or guests may leave a school dance and later re-enter. Once a student has left the dance, he/she shall not be readmitted for the remainder of the evening.
10. All dancing must be face to face with space between. If, after being warned, the inappropriate dancing continues, the parents will be called and the student will be asked to leave the dance.
11. All school rules will be enforced at school dances.

DRESS CODE (see policy 3224)

The District's dress code is established to teach grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards in accordance with the requirements outlined in the student handbook.

Enforcement

It is the responsibility of the campus administrators to ensure that enforcement of this policy is done so in a consistent manner with respect to community standards and age appropriateness. Staff who feel a student has violated the dress code will ask the student to go to the office where the administrator or designee will do the following:

1. Ask the student to change or put on other clothing;
2. If the student has no other clothing, some will be provided for them;
3. If the student refuses to change clothing, the parent will be called and the student will have in-school intervention.

While it is inevitable that there will be differences of opinion regarding the appropriateness of a student's attire, the final decision lies with the building administrator.

Clothing and Grooming

Students should dress in a way that is not disruptive to the educational environment or dangerous to themselves or others.

- Shoes and sandals must be worn at all times (slippers are not allowed)
- Shorts, skirts, pants, and dresses must cover all of your undergarments and private areas even when sitting (no pant sagging)
- Shirts and tank tops neckline and back line must come to the student armpit if measured straight across (no bras showing)
- Items that display pictures, slogans, or language that is provocative, offensive, violent, profane, sexual, drug related, alcohol related, tobacco related, gang related or promotes death or hate messages will not be permitted
- Ripped jeans are permitted as long as they fully cover all undergarments and private areas
- Makeup is acceptable, but full face paint is prohibited (nothing excessive)
- Pajamas are to be worn on spirit days only
- Crop tops should not be above the belly button, no tube tops
- Flags and blankets are not to be worn or brought to school (blankets can be used on the bus and stored in lockers)
- Costumes/tails/ears/wings are not to be worn unless it is spirit week
- Jewelry must be flat, no spiked collars or jewelry
- Excessive chains are not allowed
- Sunglasses are not permitted to be worn in the school building during the school day
- Hoods are not to be worn in the building
- Shoes with wheels will not be allowed

The goal of the Reardan-Edwall School District dress code is to promote **PRIDE** among our students and teach appropriate attire for the workforce. This dress code was developed in conjunction with students and administrators.

DRUG-FREE, WEAPON-FREE SCHOOLS

Reardan-Edwall School District is a drug-free and weapon-free zone. Any drug, alcohol, tobacco, nicotine products, E-cigarettes and/or vaping devices of any type are not permitted on district property or at any school related event at any time. This includes public attendance at any school function.

Reardan-Edwall Schools maintain all school district facilities in compliance with state law as drug-free and weapon-free facilities. **Students are not allowed to bring weapons, including pocket knives, to school.** The use, possession, or sale of alcohol, tobacco, drugs, or weaponry (as defined by RCW 9.41.280) is prohibited on District property except for:

- Persons engaged in military, law enforcement or district security activities.
- Persons involved in a school-authorized convention, showing, demonstration, lecture or firearm safety courses.

- Persons competing in school authorized firearm or air gun competitions.
- Any federal, state, or local law enforcement officer.
- Persons; over 18, who are not enrolled as students, with concealed weapons permits and who are picking up or dropping off students.
- Persons, over 18, who are not enrolled as students and are conducting legitimate business at the school, may be in possession of a lawful firearm or other dangerous weapon, but the weapon must be secured in a vehicle; or concealed from view in a locked, unattended vehicle.
- Persons bringing dangerous weapons other than firearms if they are lawfully possessed and are to be used in a school authorized martial arts class.
- Persons, over 18 or between 14-18 years of age, with written parental permission, who possess personal protection spray devices to be used only in self-defense as defined by the state law.

FIREARMS and DANGEROUS WEAPONS (Title I, Safe and Drug Free Schools)

Possession of firearms AND/OR dangerous weapons which include nunchucks, throwing stars, stun guns, black jacks, bb/pellet/air guns and look-alike guns, metal knuckles and other weapons as defined by RCW 9.41.280 are not permitted on school property and **will result in a one-year mandatory expulsion,** subject to appeal with notification to parents and law enforcement.

Prohibition of Harassment, Intimidation, and Bullying (HIB)

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are committed to providing safe, civil, and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in classrooms, on buses, at school events, and during extracurricular activities. This section outlines our definitions, reporting procedures, investigation timelines, student privacy rights, and staff complaint guidelines.

What is HIB?

In accordance with RCW 28A.600.477(5)(b)(i), Harassment, Intimidation, or Bullying means any intentionally written message or image—including one medically documented as being motivated by any characteristic in RCW 28A.640.010 and 28A.642.010, or other distinguishing characteristics—or any intentional verbal or physical act that:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

HIB generally involves an observed or perceived power imbalance and is repeated over time or is highly likely to be repeated. HIB is strictly prohibited by state law and district policy.

How can I make a report or complaint about HIB?

Reports can be made to any school staff member in person, in writing, or verbally. You may use the district's online HIB Reporting Form, submit an email to school administrators, or submit an anonymous report through the HearMeWA platform or district tip lines. Reports may be filed anonymously or confidentially. However, formal disciplinary action cannot be taken against an alleged perpetrator based solely on an anonymous report.

If a staff member observes, hears, or receives a report of HIB, they are required to take immediate and appropriate action to intervene and report the incident. The HIB Compliance Officer for the district is Tiffany Clouse (tclouse@reardansd.net, 509-796-2701).

What is the investigation process and timeline?

Upon receiving a report of HIB, the designated investigator or HIB Compliance Officer will initiate a prompt and thorough investigation. Investigations will be completed within 5 school days of receiving the complaint. If exceptional circumstances require an extension of the investigation, the district will provide weekly updates to the involved parties regarding the status and expected completion date.

Within 2 school days of completing the investigation, the district will send written notification of the outcome to the targeted student and the alleged aggressor's family, including findings of fact, whether the allegation was substantiated, remedies/corrective measures, and appeal rights.

Student Privacy Rights

The district maintains confidentiality for all parties involved in HIB reports to the fullest extent permitted by law and the Family Educational Rights and Privacy Act (FERPA). Information regarding investigations, disciplinary measures, and student records will only be shared with authorized personnel and guardians as required by law.

Complaints Involving Staff Members

If a student or parent alleges that a school staff member has engaged in harassment, intimidation, or bullying against a student, the complaint will be handled directly by the Superintendent or Human Resources administrator under staff disciplinary and civil rights procedures. Retaliation against any individual reporting staff misconduct is strictly prohibited.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's reardan.net or the district's *HIB Policy [3207] and Procedure [3207P]*.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy [3210] and Procedure [3210P], visit [reardan.net].

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205 and Procedure [3205P], visit [reardan.net].

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:
Civil Rights Coordinator: Tiffany Clouse, , 215 E. Spokane Ave. Reardan, WA 99029 tclouse@reardansd.net, 509-796-2701

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Tiffany Clouse, 215 E. Spokane Ave. Reardan, WA 99029 tclouse@reardansd.net, 509-796-2701

Concerns about disability discrimination:
Section 504 Coordinator: JoLynn Ray , MS/HS Principal, 215 E. Spokane Ave. Reardan, WA 99029 jray@reardansd.net, 509-796-2701

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Tiffany Clouse, 215 E. Spokane Ave. Reardan, WA 99029 tclouse@reardansd.net, 509-796-2701

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to Superintendent Eric Sobotta, Reardan School Board of Directors, and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. School personnel should not retaliate against students or families for making a formal complaint. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination, sexual harassment, and willful noncompliance complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

OSPI Office of Legal Affairs (For questions about willful noncompliance complaints)

- Website: ospi.k12.wa.us
- Email: OLA@k12.wa.us

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: https://www2.ed.gov/about/offices/list/ocr/index.html
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit [reardan.net]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Willful Noncompliance with State Law (ESHB 1296)

Under Washington State Law (ESHB 1296, Chapter 321, Laws of 2026), school districts are required to maintain full compliance with all state educational laws and civil rights requirements, including those protecting student privacy, non-discrimination, and gender-inclusive environments. Willful noncompliance by a school district or district personnel may result in formal state monitoring, withholding of state funding, or administrative enforcement actions by the Office of Superintendent of Public Instruction (OSPI).

Tiffany Clouse, 215 E. Spokane Ave. Reardan, WA 99029 tclouse@reardansd.net, 509-796-2701

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information listed in this handbook or contact your building principal.

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and the severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are made that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting will occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide all necessary additional services and supports, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Legal Reference:
RCW 28A.300.285, Harassment, intimidation and bullying prevention policies
WAC 392-190-059, Harassment, intimidation and bullying prevention policy and procedure School Districts

WASHINGTON YOUTH
Connect with free 24/7 support

"If you or a friend are experiencing stress, anxiety, violent threats, sexual abuse—or anything that makes life hard—HearMeWA can help. Get secure, free support any time from professionals who are ready to listen".

Visit the website
https://hearmewa.org/

Methods of support:

Step1: REQUEST HELP: Online, by phone, in the app

Step 2: TALK/ TEXT: with a person within minutes

Step 3: CONNECT: to the professional help you need

1. Text HearMeWA to 738477
   Msg and data rates may apply. Text HELP for help. STOP to cancel.

2. Use the app.
   a. Google Play and Apple App Store

3. Call 888-537-1634

4. Send a tip online through the website

IN-SCHOOL INTERVENTION

In-School Intervention may be assigned for minor or major disciplinary infractions. Students will be required to keep up on all schoolwork. Special rules and sanctions are enforced while a student is in In-School Intervention. Breaking of these rules will lengthen the days or result in further consequences.

LUNCH DETENTION

Lunch detention may be assigned for minor disciplinary and disruption infractions. Students will be required to get their lunch and take it to the assigned lunch detention location. If the student does not report for lunch detention on the assigned day it will be doubled. If the student does not serve their lunch detention, In-School Intervention or other consequences may result.

LITTERING

Students must use the trash cans or recycling bins for disposing of items. Those who choose to litter the environment will clean it up. No one has the right to litter an environment shared with others; neither do they have the right to expect the custodians or members of the community to act as servants in situations where students can clean up after themselves. Students are expected to keep eating areas clean. Please use the recycle bins provided whenever possible. We are working to show our community the good citizenship that is taught at RHS.

LOCKERS

Please refer to the below expectations concerning district lockers:

1. Lockers are district property subject to search and investigation.
2. All students who choose to secure a locker must have a school-supplied lock. (see office manager for a lock) A fee of $6.00 will be charged for lost locks. If a student chooses to use their own lock, the combination needs to be turned into the office.
3. Students may not permanently mark on or vandalize lockers. Restitution will be required for any damages assessed.
4. Locker decorations must be appropriate for school.
5. Never leave valuables in unlocked lockers.
6. The principal will have the discretion to determine and enforce what is appropriate for locker décor.

LUNCH PROCEDURE AND OPEN CAMPUS: Open Campus is for High School Students Only

The lunchroom management and your fellow students will appreciate your cooperation in:

1. Not crowding or cutting in line.
2. Depositing all lunch litter in wastebaskets and returning all trays and utensils to the washing area.
3. Leaving the table and floor around your place in a clean condition for others.
4. **OPEN CAMPUS IS A PRIVILEGE**
   - Be in good standing in regards to academics and attendance (examples include: no unexcused absences for the month, not being tardy, passing all classes)
   - You will not be allowed to leave campus if you are earning an F in any class
   - Be free of office referrals - this will reset every week
   - Exude “Reardan Pride” while out in the community during lunch (examples include: appropriate language and setting a good example for others)
   - Driving is NOT allowed - if you drive you will not be allowed off campus and may have to turn in your keys on a daily basis to the office. This includes “Coffee Runs”.
5. Students are not allowed to sit inside vehicles during lunch, but are allowed to eat lunch outside providing they clean up after themselves.
6. It is solely at the discretion of the high school principal if a student will be allowed to go off campus on any given day. If too many behavior infractions are taking place during open campus, it is the discretion of the superintendent or school board to close campus.

MEDICATION AT SCHOOL

Under normal circumstances, prescribed and over the counter oral medications should be taken before and after school under the supervision of the parent or guardian. According to state law and district policy, if it is necessary for your child to receive medication during school hours, a Medical Authorization Form must be filled out. These forms are available in the school office and on our district website. The form must be signed by the attending physician and the parent. Medications must be turned in to the office or health room in the original containers or prescription bottles to be administered by authorized staff. The exception to this would be situations where the parent or guardian and healthcare provider have signed an authorization for the student to carry an inhaler or Epi-Pen for emergency use. Violations of any conditions placed on the student permitted to carry and or self-administer their own medication may result in termination of the permission as well as the imposition of discipline where appropriate. **There are no circumstances under which a student may carry prescription or over the counter medications without having a current medication request form on file.** Abuse of this policy may result in disciplinary action.

PERSONAL RELATIONSHIPS

Students shall show respect for others by refraining from public displays of affection. Any type of display of affection that makes the recipient or others uncomfortable (including hugging and kissing) will be subject to disciplinary action.

SEXUAL HARASSMENT

This District is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The District prohibits sexual harassment of students, employees and others involved in school district activities. See also, Appendix B, Reardan-Edwall Schools Sexual Harassment Complaint Procedure.

Sexual Harassment occurs when:

A. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
B. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
C. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

BUS RULES AND REGULATIONS

The Reardan-Edwall School District and Transportation Department strive to ensure the safety of our students while riding in school buses or other district vehicles. We seek to provide a learning environment that is safe and secure. This learning environment also includes the school buses your students ride to and from school each day.

Please note that riding a bus to school is a privilege and not a right, and this privilege can be lost if students repeatedly refuse to follow bus rules. In addition, Washington Administrative Code (WAC) 392-145 makes certain behaviors on a school bus a crime. Student behaviors that require the driver to divert their attention from the road places all students' safety at risk and will not be tolerated. Finally, to remain on schedule and to avoid safety concerns we ask that parents not board the bus to talk with the driver during the routes. Please call the Transportation Department with any concerns or changes at (509) 796-4361.

While on the bus, students are required to:

1. Follow all instructions given by the driver.
2. Follow regular classroom rules and always use an inside voice while on the bus.
3. Sit in assigned seat unless given permission to change.
4. Keep all body parts inside the bus at all times.
5. Use personal electronic devices appropriately.

Discipline will be administered for citations written by bus drivers. District Administrators will investigate and oversee disciplinary steps. Depending on the infraction, discipline will be administered from the following options:

1. A warning, parent contacted from school, citation and letter sent home.
2. Lunch detention, parent contacted from school, citation and letter sent home.
3. Loss of riding privilege for 1-3 days, parent contacted from school, citation and letter sent home.
4. Loss of riding privilege for 3-5 days, parent contacted from school, citation and letter sent home.
5. Riding privilege revoked, parent contacted from school, citation and letter sent home.

STUDENT PARKING/DRIVING/BIKES/SKATEBOARDS

Parking and driving on the school campus is a privilege, not a right. Student vehicles must be parked properly in the designated student parking areas and driven prudently when entering or leaving campus. Students are not allowed to park near the Shop/Ag building as this is a walk-way for students riding the bus. **Violators' cars may be towed at the owner's expense. Driving, or riding in a vehicle, during the school day is not allowed unless a parent has previously notified the office and the student has signed out. Failure to adhere to this policy may result in disciplinary action. Bikes and skateboards may not be ridden during the school day, and school district property is not to be used to perform any type of stunt or unsafe activity regardless of time or day.**

THEFT AND VANDALISM

Students shall respect the property of others. Any theft or vandalism that is a clear violation of the law will require a police report along with school discipline. Students shall be held financially responsible for stolen or damaged property.

Policy: 3241P
Section: 3000 - Students

Procedure – Student Discipline

Definitions

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- **"Behavioral violation"** means a student's behavior that violates the district's discipline policies.
- **"Classroom exclusion"** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
  (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
  (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **"Culturally responsive"** has the same meaning as "cultural competency" in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **"Discipline"** means any action taken by a school district in response to behavioral violations.
- **"Disruption of the educational process"** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **"Emergency expulsion"** means the removal of a student from school because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530.
- **"Expulsion"** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480.
- **"Length of an academic term"** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **"Other forms of discipline"** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **"Parent"** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **"School board"** means the governing board of directors of the local school district.

- **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.
- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
    - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
    - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
      Long-term suspension means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

The district must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district must make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.

The district must ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with Other Forms of Discipline

Unless a student's on-going behavior poses an immediate and continuing danger to others, or a student's on-going behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes manifestation of problem behaviors. (See policy 3220 – Rights and Responsibilities.) The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: https://www.k12.wa.us/student-success/support-programs/student-discipline The district has identified the following for use as other forms of discipline: *Behavior monitoring, mentoring, peer mediation, social skills instruction, de-escalation, and restorative justice practices.*

Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

Additionally, staff may use after-school detention as another form of discipline for not more than sixty minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.

Administering other forms of discipline cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

Staff Authority and Exclusionary Discipline

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose short-term suspension to school principals, to impose long-term suspension to school principals, to impose expulsion to school principals, and to impose emergency removal to school principals.

Classroom exclusions

After attempting at least one other form of discipline, as set forth above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. As stated above, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias. Additionally, the district authorizes school principals and vice-principals to impose classroom exclusion with the same authority and limits of authority as classroom teachers.

Classroom exclusion may be for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency removal and must include the notification and due process as stated in the section below.

Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

(a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
(b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the grievance procedures.

Grievance process for other forms of discipline and classroom exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such a conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have the opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have the opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not expel, suspend, or discipline in any manner for a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

As stated above, the district must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. Reporting the behavioral violation that led to the suspension or expulsion as "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:
The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

In-school suspension and short-term suspension

The Superintendent designates school principals with the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated above, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:

- Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;
- Bomb scares or false fire alarms that cause a disruption to the school program;
- Cheating or disclosure of exams;
- Commission of any crime on school grounds or during school activities;

- Dress code violations that the student refuses to correct (see student dress policy/procedure 3224);
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gang-related activity;
- Harassment/intimidation/bullying;
- Intentional deprivation of student and staff use of school facilities;
- Intentional endangerment to self, other students, or staff, including endangering on a school bus;
- Intentional injury to another;
- Intentionally defacing or destroying the property of another;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Possession, use, sale, or delivery of illegal or controlled chemical substances;
- Preventing students from attending class or school activities;
- Refusal to cease prohibited behavior;
- Refusal to leave an area when repeatedly instructed to do so by school personnel;
- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff;
- Use or possession of weapons prohibited by state law.

Initial hearing

Before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Notice

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

(a) A description of the student's behavior and how the behavior violated this policy;
(b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
(c) The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
(d) The opportunity to receive educational services during the suspension or expulsion;
(e) The right of the student and parent(s) to an informal conference with the principal or designee; and
(f) The right of the student and parent(s) to appeal the in-school or short-term suspension;

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel must ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel must ensure they are accessible to offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes.

Long-term suspensions and expulsions

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specific misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 RCW 28A.600.015: Expulsions and suspensions—Rules ...(6)(a) through (d).

In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

Behavior agreements

The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

A behavior agreement does not waive a student's opportunity to participate in a re-engagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Initial hearing

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

Notice

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

(a) A description of the student's behavior and how the behavior violated this policy;
(b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
(c) The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
(d) The opportunity to receive educational services during the suspension or expulsion;
(e) The right of the student and parent(s) to an informal conference with the principal or designee;
(f) The right of the student and parent(s) to appeal the suspension or expulsion; and
(g) For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a re-engagement meeting.

Other than for the firearm exception under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

Divergence between long-term suspension and expulsion

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

Emergency Removal

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's statements or observable behaviors pose:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency removal solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency removal, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency removal may not exceed ten (10) consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start.

After an emergency removal, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Notice

Within twenty-four (24) hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student's statements or behaviors pose an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
    - The duration and conditions of the emergency expulsion, including the date on which the emergency removal will begin and end;
    - The opportunity to receive educational services during the emergency expulsion;
    - The right of the student and parent(s) to an informal conference with the principal or designee; and
    - The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

If the district converts an emergency removal to a suspension or expulsion, the district must:

(a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
(b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

Appeal, Reconsideration, and Petition

Optional conference with principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency removal have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency removal to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing. The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term suspension or expulsion and emergency removal appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a re-engagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a re-engagement meeting and develop a re-engagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the re-engagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearings without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a re-engagement meeting and contact information for the person who will schedule it.

For emergency removal, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a re-engagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency removal was converted

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's re-engagement plan.

The principal or designee may petition to extend an expulsion only after the development of a re-engagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

Review and Reconsideration of extension of expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only by school board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended or expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include one-on-one tutoring (when available), and online learning tutoring. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and coursework.

For students subject to suspension or emergency removal up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency removal for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Coursework, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:
    - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
    - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

Readmission

Readmission application process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Re-Engagement

Re-Engagement Meeting

The re-engagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a re-engagement meeting for students with a long-term suspension or expulsion.

Before convening a re-engagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to re-engage the student.

The re-engagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt re-engagement meeting.

Re-Engagement plan

The district will collaborate with the student and parents to develop a culturally sensitive and culturally-responsive re-engagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a r-eengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged an on track to graduate; and
- Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the re-engagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the re-engagement plan are in a language the student and parents understand.

<u>Exceptions for protecting victims</u>

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Grade Reporting and Academics

COUNSELING SERVICES

The counselor, Mr. Ballance, is available to schedule, orient, and assist students academically (in building and online). He will also help with students' social, physical, and emotional development. This may be done through individual counseling or through referrals to other local agencies with whom our counselor works cooperatively. If you are planning on attending post-high school programs, the counselor should be your first stop. Parents wishing to make appointments should call the counseling office at 796-2701 x 4118.

Student Assistance Professional (SAP), is available to help students also. The main focus of our SAP is assisting those affected by drugs and alcohol and factors such as anxiety, depression and stress that may contribute to the use of drugs or alcohol.

CRITERIA FOR VALEDICTORIAN AND SALUTATORIAN

The honors of valedictorian and salutatorian are earned by the graduating seniors who have demonstrated the most academic ability and success in their high school courses, as measured by cumulative grade point average, and who have completed or are completing courses which meet RHS high school graduation requirements and Washington four-year public university admission requirements.

The valedictorian shall be the graduating senior with the highest seven-semester cumulative grade point average who has met all five of the requirements listed. The salutatorian shall be the graduating senior with the second highest seven-semester cumulative grade point average who has met all five of the following requirements:

1. The student will have attended Reardan High School during his/her sixth, seventh, and eighth semesters of high school.
2. The student has completed or is enrolled in courses required for admission to a four-year public college or university in Washington and upon high school graduation shall be eligible for admission to a four-year public college or university in Washington.
3. The student has no more than one period per day during the seventh and eighth semesters in which he/she is not enrolled in a high school class; i.e., the student is enrolled in six classes if seven classes per day are offered or is enrolled in five classes per day if six classes per week are offered.
4. If the student is participating in Running Start, he/she must be enrolled in sufficient high school and/or college courses during the seventh and eighth semesters to be a full time student as defined in the Running Start law. In determining valedictorian and salutatorian, calculations for Running Start students are based on the student's transcript through fall quarter of the senior year.
5. In determining valedictorian and salutatorian, grade point calculations shall be carried out and rounded to four decimal places (ten-thousandth place). More than one individual may be designated valedictorian and/or salutatorian if the seven-semester cumulative grade point average is tied after rounding to the fourth decimal place.

HONOR AWARDS

Honor Roll: Honor roll status is achieved and recognized quarterly. Those students enrolled in five graded classes and earning 3.30 - 3.69 on quarter grades receive Honor Roll recognition.

Scholars' List: Consists of those students who are enrolled in five graded classes and who earn a grade point average of at least 3.70 on quarter grades.

Honor Letter: Awarded to the student who has not previously earned an Honor Letter and who has earned a 3.3 or higher at least three of four quarters during the academic year. It is possible for a student to earn one Honor Letter and three Honor Bars in his/her high school career.

Honor Bar: Awarded to the student who has previously earned an Honor Letter and who has earned a 3.3 or higher at least three of four quarters during the academic year. It is possible for a student to earn one Honor Letter and three Honor Bars in his/her high school career.

Honors at Graduation: Graduating seniors with a seven semester cumulative grade point average of 3.70 or above shall be entitled to wear a gold honor cord. Graduating seniors with a seven-semester grade point average between 3.30 and 3.69 shall be entitled to wear a silver honor cord. Honor Society members shall be entitled to wear an additional honor cord or tassel. The Valedictorian and Salutatorian shall be entitled to wear a stole or medallion with the identifying honor printed on it.

Class Rank: Determined by cumulative grade point average and is calculated on semester grades.

INCOMPLETE TERM GRADES

All incomplete grades ("I"s on the report card) must be made up within two weeks after the end of the semester. Incompletes that are not made up by that time will automatically become failing grades ("F"s on the report card).

PROGRESS REPORTS/REPORT CARDS

Notices of improvement (mid-quarter progress reports) are issued every four and a half weeks to all students. Quarterly report cards are issued after nine weeks, or at the midpoint of each semester; final grades are given at the end of the semester. **Each teacher will explain his/her grading system and send a copy home with classroom expectations at the beginning of the year.** `
Students will be permitted to request a schedule change from the counselor up to the first ten days of each semester. After that point, any schedule change request will require a parental conference with the counselor, teacher, and principal for consideration.

Graduation Requirements

SUBJECT	HIGH SCHOOL GRADUATION REQUIREMENTS	COLLEGE ADMISSION REQUIREMENTS
English	4 Years No specific course sequence	4 Years Composition, Literature
Mathematics	3 Years No specific course sequence Additional year of Math or Science	3 Years Algebra I, Geometry, Algebra II Pre-Calculus recommended
Social Sciences	3 Years	3 Years
Science ***Class of 2020 and beyond--3 Years of Science w/2 lab classes**	3 Years + Biological Science – 1 Year Additional year of Lab Science	3 Years 4 Years recommended 2 years must be lab science
Fine, Visual & Performing Arts	2 Years OR 1 Art & 1 PPR*	2 Years OR 1 Art & 1 PPR*
Foreign Language	2 years OR 2 years PPR*	2 Years of the same language
Vocational	.5 Year required plus 2 Year elective	Not stipulated
PE/Health	2 Years	Not stipulated
Credits	25 ½ credit per semester class	Not stipulated High School Diploma
Tests	Please check the OSPI website: http://www.k12.wa.us/assessment/StateTesting/	Please see this website for state requirements: https://sbe.wa.gov/our-work/graduation-requirements
Other Requirements	Culminating Project High School and Beyond Plan Community Service Hours	

- *PPR: Definition of Personalized Pathway: A sequence of courses intentionally chosen by the student that prepare them to meet their graduation requirements and specific post-high school career or educational goals that are meaningful and realistic. This is created in collaboration between the student, parent/guardian, and school counselor, advisor, or teacher. An additional 1 Arts and 2 World Language courses are required, unless replaced by "Personalized Pathway" chosen in a 4-year course plan based on career interest and educational goals. These 3 choices along with the rest of a student's courses complete the 25 credits needed for the career- and college-ready diploma.

COMMUNITY SERVICE

Board Policy 2414 recognizes that community service is associated with increased civic awareness, and participation by students can inspire students to continue their education and skill development beyond high school. Students are required to participate in

community service activities as a part of their high school graduation requirements. Each student, in order to graduate, must have completed 40 hours of community service. The office has forms for students to fill out specifying the activity and getting the required signatures for verification. Students should stop by and see the counselor if they have questions about whether their volunteer activity meets the criteria necessary to qualify for community service. If a student moves into Reardan, their community service hours will be prorated.

An incentive program has been implemented to recognize students for achievement in community service and includes community service in the district's high school graduation/diploma requirements. Students with 80 hours or more of service will be recognized with an incentive cord to be worn with their graduation attire; students with 120 hours or more will be recognized with a community service badge to be worn with their graduation attire.

CULMINATING PROJECT

All Reardan High School graduates will be required to complete a culminating project, sometimes called the "senior project" as well as a High School and Beyond Plan required by state law. The purpose of the culminating project is to give each senior an opportunity to connect what they have learned in school to their life outside of school and successfully plan for his or her future. It will require the presentation of a career oriented research project to a panel of adults.

WAIVING OF LOCAL GRADUATION REQUIREMENTS

- Students are expected to make every effort to enroll in all required courses. For example, a student is expected to enroll in a required course such as PE or English rather than an elective if both the required course and the elective are offered during the same period.
- Students needing credits in required courses normally taken in prior years are expected to enroll and pass the required course to be eligible for graduation.
- Local graduation requirements may be waived by the high school principal and with recommendation from the counselor under the following conditions: given the existing class schedule, the student cannot arrange his/her individual schedule to take the two required courses or the required course and course necessary for college entrance. Local requirements are Digi Tools, World History, and Intro to Business.
- A student may not petition to have a course waived that has been previously failed.
- A student entering RHS as a senior may have the total credit requirement reduced to 24 if he/she has been enrolled in a school with a six period day, and it is impossible for the student to earn a total of 25 credits.

HAVE QUESTIONS? CALL 796-2701 TO CONTACT THE FOLLOWING:
Eric Sobotta, Superintendent (ext.5124)
JoLynn Ray, Principal (ext. 4126)
Christina Casselberry, High School Office Manager (ext. 4125)
Matt Ballance, Counselor (ext. 4118)
Elisabeth Roberts, Student Assistance Specialist (ext. 4119
Cathryn Logwood, Student Assistance Counselor (4127)
Brian Graham, Athletic Director (ext. 5332)

Monday Late Start Schedule	Regular Schedule: Tuesday-Friday
1st Period 9:00 AM – 9:45 AM 2nd Period 9:49 AM – 10:34 AM 3rd Period 10:38 AM – 11:23 AM 4th Period 11:27 AM – 12:12 PM Lunch 12:12 PM - 12:42 PM 5th Period 12:46 PM – 1:31 PM 6th Period 1:35 PM – 2:20 PM WIN: 2:24 PM – 2:45 PM	Period 1: 8:00 AM – 8:53 AM Period 2: 8:57 AM – 9:50 AM Break: 9:50 AM - 10:00 AM Period 3: 10:04 AM – 10:57 AM Period 4: 11:01 AM – 11:54 AM Lunch: 11:58:40 PM – 12:28 PM Period 5: 12:32 PM – 1:26 PM Period 6: 1:30 PM – 2:23 PM WIN Time: 2:28 PM – 2:45 PM

WIN (what I need) Time

Screagle Time is designed to provide targeted academic, behavioral, and social-emotional support to all students based on their individual needs. Under this system, students will be assigned to specific teachers or instructional groups depending on the areas in which they require additional support or extension. For example, a student needing help in math may be placed with a math teacher, while a student excelling in reading may receive enrichment opportunities. Participation in Screagle Time is mandatory, and students will earn **elective credit** for their involvement. Skipping WIN Time sessions is not an option; students who do not attend will be subject to the school's disciplinary process for **truancy**.

EMERGENCY SCHOOL CLOSURE

School will be closed if road travel becomes too hazardous due to poor weather conditions or if the school experiences any emergency situations. Listen to any of our local radio stations and any of the three major T.V. stations before school for school closure or emergency announcements. As well, you should receive contact via our instant alert automated calling system unless you have opted out of this service (see signature page of handbook). We will also update our district website and Facebook page~~s~~ with school closure information.

SCHOOL HOURS

Students should arrive at school **after** 7:45 a.m. but **prior** to the first bell at 7:56 am (8:56 on late start days). Only students participating in extra or curricular activities after school should be in the building after 3:00 p.m. Students staying after school to study need to make arrangements with staff. Activities of any type need to be supervised by a staff member. ALL student business will be conducted from the window to keep office congestion to a minimum. Students not scheduled in classes must not be on campus or in the building until five minutes prior to class.

PHOTO RELEASE

Photos of students are occasionally taken for newsletters, class photos, student of the week, yearbook or other purposes. If there is a concern about your student appearing in school photos, please let us know or stop in to fill out a photo opt out request form. Please indicate your preference regarding photos of your student on the signature page of the handbook.

Appendix A

DISCRIMINATION COMPLAINT PROCEDURE

Discrimination Statement

Reardan-Edwall School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

COMPLAINTS ABOUT DISCRIMINATION, DISCRIMINATORY HARASSMENT, AND SEXUAL HARASSMENT

What is discrimination?

Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person's disability.

What is a protected class?

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal.

How do I file a complaint about discrimination?

If you believe that you or your child has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. For a full copy of the school district's nondiscrimination procedure, visit **www.reardan.net** or contact the school district at **509-796-2701**.

Before filing a complaint, you may wish to discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Compliance Coordinator. This is often the fastest way to resolve your concerns.

Title IX Coordinator	**Section 504/ADA Coordinator and Civil Rights Compliance Coordinator**	**LGBTQ Coordinator**
Name and/or Title: **Tiffany Clouse** Address: PO 225, Reardan, WA Telephone Number:509-796-2701 Email: tclouse@reardansd.net	Name and/or Title: **Eric Sobotta** Address: PO Box 225, Reardan, WA Telephone Number: 509-796-2701 Email: esobotta@reardansd.net	Name and/or Title: **Tiffany Clouse** Address: PO Box 225, Reardan, WA Telephone Number:509-796-2701 Email: tclouse@reardansd.net

Step 1: Complaint to the School District

In most cases, complaints must be filed within one year from the date of the event that is the subject matter of the complaint. A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint.

Complaints may be submitted by mail, fax, e-mail, or hand delivery to any district or school administrator or the district's Compliance Coordinator.

When the school district receives your written complaint, the Compliance Coordinator will give you a copy of the district's discrimination complaint procedure. The Compliance Coordinator will then make sure that the school district conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation.

The school district must respond to you in writing within 30 calendar days after receiving your complaint, unless you agree on a different date. If exceptional circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint, it must include:

1. A summary of the results of the investigation;

2. Whether or not the school district has failed to comply with civil rights requirements related to the complaint;
3. Notice of your right to appeal, including where and to whom the appeal must be filed; and
4. Any corrective measures determined necessary to correct any noncompliance.

Step 2: Appeal to the School District
If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint.

The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. At the hearing, you may bring witnesses or other information related to your appeal.

The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with OSPI.

Step 3: Complaint to OSPI
If you do not agree with the school district's appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction (OSPI). A complaint must be filed with OSPI within **20 calendar days** after you received the district's appeal decision. You may send your complaint to OSPI by email, mail, fax, or hand-delivery:

E-mail: Equity@k12.wa.us
Fax: (360) 664-2967
Mail: OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200

Complaints cannot be filed with OSPI unless they have already been raised with the school district and appealed, as outlined in Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures.

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at (360) 725-6162/TTY: (360) 664-3631 or by e-mail at equity@k12.wa.us.

Appendix B

REARDAN-EDWALL SCHOOL DISCTRICT SEXUAL HARASSMENT COMPLAINT PROCEDURE

How do I report sexual harassment?
You can report sexual harassment to any school staff member or to the district's Title IX Officer**: Eric Nikkola, 509-796-2701 ext. 4332**

Sexual Harassment of Students Prohibited

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- Unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- Sexual demands where submission or rejection is a factor in an academic or other school-related decision affecting an individual.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

Cross References:

Policy 3207, Prohibition of Harassment, Intimidation and Bullying
Policy 3210, Nondiscrimination
Policy 3211, Transgender Students
Policy 3240, Student Conduct
Policy 3421, Child Abuse, Neglect and Exploitation Prevention
Policy 5010, Nondiscrimination and Affirmative Action
Policy 5011, Sexual Harassment of District Employees Prohibited

Legal References:

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination - Scope - Sexual harassment policies
WAC 392-190-058 Sexual harassment

Appendix C

Reardan-Edwall SD Civil Rights Complaint & Appeal Process

Step 1 Write Out and Send Your Complaint

1. Describe the conduct or incident. Use facts: what, who and when.
2. Explain why you believe discrimination has taken place.
3. Describe what actions you believe the district should take to resolve the problem.

Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent who is the civil rights coordinator.

Deadline for Filing a Complaint
School districts can adopt a filing deadline for complaints. This deadline must be at least one year after the incident or conduct — the subject of the complaint — took place.

Step 2 School District Investigates Your Complaint

Your civil rights coordinator has an important role to play once the school district receives your written complaint.
The coordinator must:

- Give you a copy of the procedure to follow for discrimination complaints
- Make sure a prompt and thorough investigation takes place

At this point, you could decide to resolve your complaint immediately instead of proceeding with the investigation.

30 Calendar Days to Respond to Your Complaint
Once the district receives your written complaint, the superintendent or administrator must respond to you in writing within 30 calendar days-unless you agree on a different time period.

If your complaint involves exceptional circumstances that demand a lengthier investigation, the district must notify you in writing with (1) why staff needs this time extension and (2), a new date for their written response.

Step 3 School District Responds to Your Complaint

In its written response, the district or charter school must include this information:

- Summary of the results of the investigation
- Determination that states clearly whether or not the district failed to comply with civil rights law
- Notification that you can appeal this determination: how and where to file an appeal, and to whom it must addressed
- Any measures, determined through the investigation, necessary to bring the district into compliance with civil rights law

Any necessary corrective measures must be put into effect within 30 calendar days after this written response-unless you agree to a different time period.

Mediation

Mediation is an option you could consider. Under state law, school districts can offer — at their own expense — the option to resolve complaints through an impartial mediator. Mediation must be voluntary on the part of parents and guardians. (WAC 392-190-0751 Mediation)

If you decide to use a mediator, it is possible to extend the 30-calendar day time period during which the district or charter school must respond to your complaint.

Be aware that OSPI does not approve, endorse, or enforce agreements reached through mediation.

Appeal

If you do not agree with the determination that follows the district's investigation of your complaint, you can **file an appeal**. Information about the appeal process should be included in the written response you receive once the district has completed their investigation. Follow the appeal procedure closely—appeals must be made to an official or board not involved in the complaint.

Deadline for Filing an Appeal
School districts are allowed to adopt a filing deadline for appeals. The deadline for filing an appeal in Reardan-Edwall School District is 20 calendar days from the date you received the written response to the investigation that followed from your complaint.

30 Calendar Days to Respond to Your Appeal
Once the district receives your appeal, it must respond to you in writing—within 30 calendar days—unless you agree on a different time period.

The appeal decision must include how to file a complaint with OSPI. If you do not agree with the appeal decision, state law provides the option to file a complaint with OSPI.

File a Complaint to OSPI Based on an Appeal Decision

Complaint to State (OSPI) Follows Local Complaint and Appeal Process
This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the complaint and appeal process of your school district, OR (2) the school district has not followed the complaint and appeal process correctly.

Step 1 Write Out and Send Your Complaint
Include these details in your complaint:

1. Describe the conduct or incident. Use facts: what, who and when
2. Explain why you believe discrimination has taken place
3. Your name and contact information—including a mailing address
4. Name and address of the school district that is the subject of your complaint
5. Copy of the complaint and appeal decisions from the district
6. Describe what actions you believe the district should take to resolve the problem
7. If your complaint relates to a specific student, make sure you include (1) the name and address of the student, and (2) the school and school district the student attends.

Send Your Written Complaint to the Equity and Civil Rights Office
Email: Equity@k12.wa.us | Fax: 360-664-2967
Mail or hand deliver: OSPI Equity and Civil Rights Office, PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

Deadline for Filing a Complaint to OSPI
You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal from the district — unless OSPI extends this deadline based on circumstances.

Step 2 OSPI Responds to Your Complaint

Staff at OSPI will review your complaint and decide whether or not to begin an investigation. If OSPI staff decides to investigate your complaint, they will send written notification to you and the district.

OSPI will not investigate if your complaint:

- Is incomplete or arrives after the 20-day deadline
- Does not allege a violation of a civil rights law that OSPI enforces. Contact the Equity and Civil Rights Office for this information: 360-725-6162 | equity@k12.wa.us
- Has not been brought to the attention of the district or charter school through the local complaint and appeal process.
- Was investigated by another state, federal, or local civil rights agency and OSPI expects a comparable resolution

If OSPI investigates the complaint, OSPI will send you a written decision that addresses each allegation in the complaint, and includes any corrective actions necessary to correct noncompliance.

Appendix D

McKinney-Vento Dispute Resolution Process
Parent/Guardian/Unaccompanied Youth Petition to Appeal

Dear Parent, Guardian, or Youth:
Because the district seeks to place your child(ren) in a school other than the school of origin or the school you requested, we are providing this information packet to inform you of your right to appeal our decision.
Included, you will find the following:

1. Written contact information for the school district's Homeless Liaison and State Coordinator
2. Receipt of dispute resolution packet
3. A detachable form that you can complete and turn into the school or Homeless Liaison to initiate the dispute process
4. A written step-by-step description of how to dispute the school district's decision, along with information
5. Written notice of the right to enroll immediately in the school where enrollment was sought pending resolution of the dispute
6. Written timelines for resolving district- and state-level appeals.

If, at any time, you have questions regarding the dispute resolution process, you can contact the district Homeless Liaison or the State Homeless Education Coordinator, and they will assist you with the process.

School District Homeless Liaison

Matt Ballance
Reardan-Edwall-School District
PO Box 225
Reardan, WA 99029
509.796.2701 x.124

WA State Homeless Education Coordinator

Melinda Dyer
Office of the Superintendent of Public Instruction
PO Box 47200
Olympia, WA 98504
360.725.60

Receipt of Dispute Resolution Information

Date: _____

I, _____, am the parent, guardian, or youth attempting to enroll my children or myself in the following school(s):

Child's Name: School(s):

_____ _____

_____ _____

_____ _____

I have received the explanation of my child's placement. This explanation included:

1. Contact information for the district's Homeless Liaison and the Office of the Superintendent of Public Instruction's Homeless Education Coordinator
2. A copy of the dispute resolution process
3. Paperwork to complete if I wish to dispute the district's decision
4. Directions on how to complete the dispute resolution paperwork
5. A summary of the McKinney-Vento Act

I understand that the school district will ensure that my child/ren will attend and fully participate in the school where enrollment is sought while the dispute process is carried out.

_____ _____

Parent/Guardian/Youth Signature Date

_____ _____

School District Personnel Signature Date

Upon receipt of the dispute resolution packet, please sign this form and return it to the school where you are attempting to enroll or to the district's Homeless Liaison.

Dispute Resolution Form

Date: _____

I have received the explanation of the district's placement decision concerning my children/myself, (name): _____. I disagree with the district's placement decision, and I am appealing that decision for the following reasons:

_____

_____

_____

_____

_____

_____

_____

_____

I understand that the district will ensure that my child/I will have the opportunity to attend and participate at the school where enrollment is sought while the dispute is being carried out.

_____ _____

Parent/Guardian/Youth Signature Date

_____ _____

School District Personnel Signature Date

School District Use Only:

☐ Level I Appeal ☐ Level II Appeal ☐ Level III Appeal

Parent/Youth's Guide to the McKinney-Vento Dispute Resolution

If a parent, guardian, or unaccompanied youth wishes to appeal a school district's decision regarding school placement:

1. The parent/unaccompanied youth must submit a request for dispute resolution form to the district Liaison or the school where enrollment is sought within fifteen **(15) business days** of receiving the district's notification that they plan to enroll the student in a school other than the one requested by the parent, guardian, or youth.
2. Within five **(5) business days** of their receipt of the complaint, the Liaison must make a decision on the complaint and inform the parent or unaccompanied youth of their decision in writing.

If the parent or youth disagrees with the decision made at Level I and wishes to move the dispute resolution process forward to Level II, the parent or unaccompanied youth shall notify the district's Homeless Liaison of their intent to proceed to Level II within ten **(10) business days** of their receipt of notification of the Level I decision. If the parent or unaccompanied youth wishes to proceed to Level II, the district's Homeless Liaison will provide an appeals package that includes:

1. A copy of the parent or youth's complaint which was filed at the district Homeless Liaison at Level I
2. The decision rendered at Level I by the Homeless Liaison
3. Any additional information from the parent, guardian, unaccompanied youth, or Liaison.

If the dispute remains unresolved after a Level I appeal, the parent, guardian, or unaccompanied youth may appeal the decision to the local school district's Superintendent or the Superintendent's designee. The appeals package from the Level I dispute will be used to facilitate the following:

1. The Superintendent or Superintendent's designee (not the Homeless Liaison), will arrange for a personal conference with the parent, guardian, or unaccompanied youth. This will occur within five **(5) business days** of the parent, guardian, or youth's notification to the district of their intent to proceed to the Level II dispute resolution process. This meeting, once arranged, should happen as quickly as possible.
2. The Superintendent, or the Superintendent's designee will provide a decision, in writing, to the parent, guardian, or unaccompanied youth with supporting evidence and reasons within five **(5) business days** of the meeting.

If the parent, guardian, or unaccompanied youth disagrees with the decision at Level II and wishes to move the dispute process to Level III, the parent, guardian, or unaccompanied youth must notify the district's Homeless Liaison of their intent to proceed to Level III within ten **(10) days of receipt** of notification of the Level II decision. If the dispute remains unresolved:

1. The district Superintendent must forward all written documentation and related paperwork to the OSPI Homeless Education Coordinator or designee, for review within five **(5) business days** of receiving notification that the parent, guardian, or youth would like to proceed to Level III.
2. The entire dispute package including all documentation and related paperwork is to be submitted to OSPI in one complete package via hard copy mail delivery. Documents submitted separately from the dispute package may not be reviewed. It is the responsibility of the district to ensure the dispute packages are complete and ready for review.
3. The OSPI Homeless Education coordinator, along with appropriate OSPI personnel, will make a final decision within fifteen **(15) business days** of receipt of the complaint.
4. The final decision will be forwarded to the school district's Homeless Liaison for distribution to the parent and local Superintendent.
5. The decision made by OSPI will be the final resolution for placement of a homeless child or youth in the district.

Appendix E
Child Find Screening

What is a Child Find Screening?



Screening is a **free** check of your child's development–including:

- · Large muscle development
- · Eye-hand coordination (fine motor skills)
- · Communication
- · Concepts
- · Personal-social skills
- · Self-help skills

What is the purpose of a Child Find Screening?

The purpose of the screen is to identify any factors that may interfere with your child's learning, growth, and development. The screening is also provided to help parents identify their child's strengths and weaknesses and provide home suggestions.

What happens during a Child Find Screening?

During the screening, your child may stack small blocks, cut with scissors, draw, count, name colors, jump, and have fun! Following the screening, a trained professional will talk with you about the results of the screening. You will have the opportunity to ask any questions about your child's development. You may be given home suggestions, referred on for further testing, or be scheduled to have skills rechecked at a later date. The screening process usually takes about 45 minutes.

Who is eligible to be screened?

Any child, birth to age five, whose family or caregivers would like more information about their child's development. All school districts within Washington State have Child Find screenings available. If your family is living in a temporary situation, you may contact the district where you are staying to attend a screening.

Where can I go for screening?

For more information and to schedule a screening, please contact:

Tiffany Clouse, Special Services Director
Reardan-Edwall SD
PO Box 225
Reardan, WA 99029
509-796-2701

Appendix F

Home Language Survey (English & Russian Languages)

Office of Superintendent of Public Instruction (OSPI)

Home Language Survey

Student Name: _____ Date:_____

Birth Date: _____ Gender:_____ Grade: _____

Form Completed by: _____ Relationship to Student: _____

Parent/Guardian Name:_____ Parent/Guardian Signature:_____

If available, in what language would you prefer to receive communication from the school?

Did your child receive English language development support through the Transitional Bilingual Instruction Program in the last school your child attended? Yes_____ No_____ Don't Know_____

1. In what country was your child born? _____

2. What language did your child first learn to speak?* _____

3. What language does YOUR CHILD use the most at home?* _____

4. What language(s) do parents/guardians use the most when speaking to your child? _____

_____ _____

5. Has your child ever received formal education* outside of the United States? (Kindergarten – 12th grade) Yes ___ No___

*Formal education does not include refugee camps or other unaccredited programs for children.

If yes, in what language(s) was instruction given? _____

For how many months? ____

6. When did your child first attend a school in the United States? (Kindergarten – 12th grade) _____ (Month

Day Year)

7. Do grandparent(s) or parent(s) have a Native American tribal affiliation? _____Yes _____No

*WAC 392-160-005: "Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence.

Note to district: A response of a language other than English to question #2 OR question #3 triggers ELL placement testing English May 2014

The Purpose of the Home Language Survey

The Home Language Survey is given to all students enrolling in Washington schools. The following information should help answer some of the questions you may have about this form.

What is the purpose of the Home Language Survey?

The primary purpose of the Home Language Survey is to help identify students who may qualify for support to help them develop the English language skills necessary for success in the classroom and who may qualify for other services. It is important that this information be correctly recorded since it can affect the eligibility of students for services they need to be successful in school. Testing may be necessary to determine whether or not additional language and academic supports are needed. No student will be placed in an English language development program based solely on responses to this form.

Why do you ask about the student's first language and language(s) used in the home?

The two questions about the student's language help us to determine:

- if your student may be eligible for assistance with learning English, and
- whether staff at the school should be aware of other languages being used by the student at home.

The language your child first learned may be different from the language your child uses for communication at home now. The responses to both of these questions will assist the school in providing instruction appropriate to the individual student's needs as well as help with communication needs that may arise. Students who first learned a language other than English may qualify for additional supports. Even students who speak English well may still need support in developing the language skills needed to be successful in school.

Why do you ask where the student was born?

This information helps the school district and the state determine if the student meets the definition of immigrant for the purposes of federal funding. This applies even when the student's parents are both US citizens, but the student was born outside of the United States. This form is not used to identify students who may be undocumented.

Why do you ask about my student's previous education?

Information about a student's education will help ensure that the student's education both within and outside of the United States is considered in any recommendations made for participation in programs and district services. The student's educational background is also important information to help determine if the student is making adequate progress toward state standards based on their prior educational background.

Thank you for providing the information needed on the Home Language Survey. Contact your school district if you have further questions about this form or about services available at your child's school.

Офис главного инспектора государственного образования штата (OSPI)
Анкета для родителей о родном языке

.

Имя учащегося:		**Дата:**
Дата рождения:	**Пол:**	**Класс:**

Кем заполнена форма:
Имя родителя/опекуна _____ Кем приходится учащемуся _____
Подпись родителя/опекуна _____

Если бы Вам была предоставлена такая возможность, на каком языке Вы предпочли бы получать сообщения из школы?

_____

Оказывалась ли Вашему ребенку помощь в развитии навыков владения английским языком по Переходной двуязычной учебной программе в последней школе, которую он посещал? Да__ Нет__ Не знаю __

1. В какой стране родился Ваш ребенок?	_____
2. **На каком языке Ваш ребенок впервые начал говорить?***	_____
3. **Каким языком <u>ВАШ РЕБЕНОК</u> чаще всего пользуется дома?***	_____
4. Каким языком (языками) чаще всего пользуются <u>родители/опекуны</u> при общении с ребенком дома?	_____ _____
5. Ваш ребенок когда-либо получал формальное образование* за пределами Соединенных Штатов? (Детский сад - 12-й класс) _____Да _____ Нет «Формальное образование» не включает лагеря беженцев или другие неаккредитованные программы для детей.	Если да, то на каком языке (языках) велось преподавание? _____ Сколько месяцев? ____
6. Когда Ваш ребёнок впервые пошёл в школу в США? (детский сад – 12-й класс)	_____ месяц день год

****WAC 392-160-005:** *«Основным языком» считается язык, которым чаще всего пользуется учащийся (не обязательно родители, опекуны или другие) для общения по месту своего проживания.*

Note to district: A response of a language other than English to question #2 OR question #3 triggers ELL placement testing.

Цель анкетирования о родном языке

Анкета о родном языке предлагается для заполнения *всем* студентам, поступающим в школы Вашингтона. Следующая информация может помочь вам ответить на некоторые из вопросов, которые могут у вас возникнуть относительно анкеты.

Какова цель анкеты о родном языке?

Основная цель анкеты о родном языке заключается в том, чтобы выявить тех учеников, которые могут претендовать на помощь в развитии у них навыков владения английским языком, необходимых для успеха в учебе и которые могут претендовать на другие услуги. Важно, чтобы эта информация была правильно заполнена, так как это может повлиять на то, могут ли ученики претендовать на те или иные услуги, необходимые для их хорошей успеваемости в школе. Тестирование может быть необходимо для того, чтобы определить, действительно ли ученик нуждается в дополнительной поддержке по учебе и в освоении языка. Ни один ученик не будет помещен в программу по развитию навыков владения английским языком на основании исключительно ответов по данной анкете.

Почему вы спрашиваете о родном языке учащегося и о языке (языках), используемых в домашних условиях?

Два вопроса о языке учащегося помогут нам определить:

- имеет ли Ваш ребенок право на помощь в изучении английского языка, и
- следует ли сотрудникам школы знать о других языках, используемых учеником дома.

Язык, который ваш ребенок впервые освоил, может отличаться от того языка, который ваш ребенок использует в данный момент для общения дома. Ответы на оба эти вопроса помогут школе определить потребности каждого учащегося, а также помочь в решении коммуникационных вопросов, которые могут возникнуть. Студенты, для которых английский язык не является первым языком, могут претендовать на дополнительную поддержку. Даже студенты, которые говорят по-английски, могут по-прежнему нуждаться в поддержке в развитии навыков владения языком, которые необходимы, чтобы быть успешным в школе.

Почему вы спрашиваете о месте рождения ученика?

Данная информация помогает школьному округу и государству определить, соответствует ли студент определению иммигранта для целей федерального финансирования. Это относится также к тем случаям, когда родители ученика являются гражданами США, а студент родился за пределами Соединенных Штатов. Данная анкета не используется для идентификации тех студентов, у которых может не быть документов.

Почему вы спрашиваете о предыдущем образовании учащегося?

Сведения об образовании ученика помогут подтвердить тот факт, что его образование как внутри, так и за пределами Соединенных Штатов соответствует любым рекомендациям для участия в программах и услугах, предлагаемых в округе. Информация об образовании ученика также важна, чтобы определить, является ли ученик достаточно успешен в соответствии с государственными стандартами на основе его предварительного образования.

Благодарим Вас за предоставление информации, необходимой для анкетирования о родном языке. Свяжитесь с вашим школьным округом, если у вас есть дополнительные вопросы по данной форме или об услугах, которые предлагаются в школе вашего ребенка.

PLEASE RETURN ONLY THIS PAGE TO THE OFFICE

REARDAN HIGH SCHOOL PARENT CONFIRMATION

The staff here at Reardan High School have already gone over the Student Handbook with students during the first few days of school. We would appreciate it if you would also discuss the handbook with your son or daughter so everyone will have a clear understanding of policies, expectations, and procedures. Each student will be expected to bring this form back to school signed by their legal guardian showing they have read the Student Handbook. Thank you.

Attendance Policy and Procedures

I have read and understand the updated Attendance Policy and Procedures outlined in the Reardan High School Handbook.

Parent/Guardian Signature: _____ Date: _____

Automated Call System/School Messenger

The FCC has ruled that we must have an affirmative choice for parents to receive calls from our calling systems. Please initial next to your preference below.

_____ I wish to receive phone notifications of school closures, emergencies, and other information through the school's automated calling system.

_____ I do **not** want to receive calls from the school's automated calling system.

Student Photographs

Students participate in various activities throughout the year and may be photographed for use in promotional literature (yearbook, student of the month, brochures, newspaper articles, webpage, Open Door, etc.).
Please initial next to your preference below.

_____I give permission for my student(s) to be photographed.

_____I do not give permission for my student(s) to be photographed.

*I have read and understand the Reardan High School Handbook.

Student's Name (print) _____

Student's Signature_____ Date: _____

Guardian's Signature _____ Date: _____

Please Circle Grade Level 7 8 9 10 11 12

Appendix G

Legal Notices

Safety & Intimidation Policy Update

Notice of Washington State Law Regarding School & Event Safety

Pursuant to Washington State Law (ESB 5272, Chapter 155, Laws of 2026), it is unlawful for any person to interfere with any school employee, student, or activity official through intimidation or the threat of force or violence during school hours or at any district-sponsored extracurricular activity.

The Reardan-Edwall School District strictly enforces this policy. Individuals engaging in disruptive, threatening, or violent behavior at any district facility or event will be required to leave the grounds immediately, may face restrictions from future school events, and may be reported to local law enforcement for criminal prosecution.

Language & Disability

If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.